DOCUMENT RESUME

ED 387 202 PS 023 271

TITLE	The Work Group on Early Childhood Report on Reform of the Early Childhood System. Report to the Governor and the Illinois General Assembly.
INSTITUTION	Illinois Governor's Work Group on Early Childhood, Springfield.; Voices for Illinois Children, Chicago.
PUB DATE	Mar 95
NOTE	50p.; Support received from the Robert R. McCormick Tribune Foundation.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Early Childhood Education; *Educational Change; Educational Innovation; Educational Policy; Family School Relationship; Human Services; Parent Participation; Parent School Relationship; *Policy Formation; Public Policy; School Community Relationship; School Policy; Social Support Groups; *State Legislation
IDENTIFIERS	Illinois

ABSTRACT

Illinois Senate Joint Resolution 173 resulted in the appointment in 1994 of a 53-member Work Group on Early Childhood Education. This group was mandated to report to the Senate on the development and implementation of a statewide early childhood education and care program. The group identified key issues, delimited legislative objectives, offered policy recommendations, and drafted legislation. Some issues highlighted by the group were: (1) to support working families, all Illinois communities need year-round, full work-day and flexible part-day child care programs; (2) these programs should use family-centered approaches; and (3) current Illinois early childhood programs are not part of one integrated system. Objectives of legislation should include: (1) increasing the availability of quality child care for Illinois children; and (2) maximizing available resources, coordinating services, and eliminating ineffectiveness in order to create an integrated child care system. Policy recommendations include: (1) developing a statewide computer system to implement centralized waiting lists, billing procedures, and administrative efficiency; (2) increasing reimbursement rates for subsidized child care; and (3) establishing a new coordinating body for all state and federal early childhood programs. The full text of the Illinois Early Childhood Education and Care Act of 1995 is included. (Four appendices include data on Illinois' early childhood system and the text of the Senate Joint Resolution.) (JW)

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ED 387 202

THE WORK GROUP ON EARLY CHILDHOOD

REPORT TO THE GOVERNOR AND THE ILLINOIS GENERAL ASSEMBLY

MARCH, 1995

THE WORK GROUP WAS CREATED BY SENATE JOINT RESOLUTION 174

WORK GROUP MEMBERS
APPOINTED BY

JIM EDGAR
GOVERNOR
State of Illinois

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WORK GROUP ON EARLY CHILDHOOD

March, 1995

The Honorable Jim Edgar, Governor
The Illinois General Assembly

It is our privilege to submit to you the report of the Work Group on Early Childhood. The fifty–three member Work Group, created by the General Assembly and appointed by Governor Jim Edgar represents a statewide, diverse group of Illinoisans concerned about the future...our youngest children. Despite our political, professional, and personal differences, we share a common concern and we are convinced that collectively we must do all we can to ensure that all our children enter school ready to learn. This common belief helped us to reach consensus regarding the information and proposals contained in this report.

The Work Group's task was to develop proposed legislation for the implementation of an early childhood education and care program, report our findings, recommendations and proposals. As the Work Group examined issues related to early childhood care and education,we explicitly rejected examining them as separate domains. Early care and education are inseparable. The Work Group considered the relationship between the educational system and the child care system and how it must be strengthened to better support young children at each stage of their development from birth to age eight. The system of early childhood care and education must be user–friendly, accessible, comprehensive, and measured by quantifiable results.

The magnitude of the Work Group's task was extraordinary. Work Group members brought divergent views concerning the steps needed to achieve our goals. However, we worked diligently to craft a report that captures our broad agreement and common vision for Illinois' future.

Thank you for the opportunity to be of service to the Executive and Legislative branches of Illinois State Government.

Sincerely,

Frank Watson

Senator Frank Watson, Co–Chair

Barbara L. Bowman

Barbara Bowman, Co–Chair

Jerry Stermer

Jerry Stermer, Co–Chair

STATE OF ILLINOIS

GOVERNOR'S WORK GROUP ON EARLY CHILDHOOD

REPORT ON
REFORM OF THE EARLY CHILDHOOD SYSTEM

pursuant to Senate Joint Resolution 173

GOVERNOR'S WORK GROUP ON EARLY CHILDHOOD

REPORT ON
REFORM OF THE EARLY CHILDHOOD SYSTEM

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Acknowledgements

I. EXECUTIVE SUMMARY

Background:

In 1994, pursuant to Senate Joint Resolution 173 adopted by the General Assembly, the Governor appointed 53 members to a Work Group on Early Childhood with the specific responsibility "to advise the General Assembly on the best way to design and implement an early childhood education and care program in this State". Following four full–day meetings, subcommittee meetings, and review of five commissioned papers, the Work Group submitted a Report on Reform of the Early Childhood System, including comprehensive legislation entitled the Illinois Early Childhood Education and Care Act of 1995.

Key Issues and Findings:

- ***Recognizing that significant child development occurs in the first few years of life, Illinois' early childhood programs should not separate early childhood education and child care.*** To prepare for the next century, Illinois' early childhood programs should embrace National Education Goal #1: by the year 2000, all young children should enter school ready to learn. Child care centers and family day care homes should incorporate into their programs early childhood education by trained, consistent teachers.

- ***All Illinois communities need year–round, full–workday and flexible part–day programs to support working families.*** Head Start and pre–kindergarten provide excellent education for young children, but should be gradually expanded to offer some full–time care during hours when many families need to work to remain self–sufficient.

- ***Recognizing that parents are children's first and foremost teachers, early childhood programs should use family–centered approaches.*** Families need comprehensive programs that involve parents, include health and nutrition, and offer referrals for children with special needs and to community services for families.

- ***There are serious differences in the quality of Illinois' early childhood programs.*** Unequal funding levels have resulted in differences in child–staff ratios, teacher training, staff stability, developmentally appropriate activities and meaningful parent involvement among the many types of early childhood and care programs in Illinois.

- ***Many young children in Illinois remain unserved.*** Waiting lists for early childhood programs are as high as 40,000 children for pre–kindergarten; over 10,000 children for child care subsidies in Cook County alone; over 150 former AFDC families per month who exhaust the one–year "transitional child care" subsidy and often forced back onto AFDC; and 5 of every 6 children under 3 years of age with disabilities who are not receiving services to facilitate later school success.

- ***Illinois' early childhood programs are not integrated into one system.*** With over 25 funding streams and at least three state agencies administering early childhood education and care, too many families with young children face a maze of programs, inconsistent eligibility requirements, separate waiting lists, and fragmented services.

Summary of Policy Recommendations and Legislation:

The Governor's Work Group on Early Childhood proposes policy recommendations and comprehensive legislation that makes comprehensive changes:

> to combine early childhood education and child care;
> to foster an integrated system of services; and
> to promote family–centered approaches.

1. **Ready to Learn Programs.** To enable Illinois' early childhood programs to embrace National Education Goal #1 — that by the year 2000, all young children in Illinois should enter school ready to learn — Illinois should gradually level–up existing programs, on a voluntary basis, to become Ready to Learn Programs that elect to meet specific performance standards for high quality, comprehensive early childhood education and care.

2. **Full–Time Pre–Kindergarten Demonstration Programs.** The Illinois State Board of Education should offer grants from new appropriations to local school districts that elect to offer full–workday, full–year pre–kindergarten programs for parents who work. Schools should either expand school–based programs or contract with community child care providers. Parent fees should be charged on a sliding fee basis for full–time pre–kindergarten. School districts already offering these programs experience cost savings when pre–kindergarten funds are used for part–day programming, combined with other child care funds to serve children for the remainder of the day.

3. **Ready to Learn Council.** The Governor should establish a new coordinating body for all state and federal early childhood programs, replacing multiple existing advisory boards.

4. **Consolidated Local Planning.** The Governor and the General Assembly should adopt a consolidated method of local planning to achieve coordination at the local level. A Ready to Learn Committee with diverse representation should be a subgroup of the local planning effort in each community.

5. **Megacomputer.** DCFS and other state agencies should continue to develop a statewide computer system necessary to implement centralized waiting lists, central billing procedures and administrative efficiencies.

6. **Seamless System.** Child Care Resource and Referral Agencies should offer information to Illinois families on a wide range of programs for young children within their community through a single toll–free telephone number.

In addition, the Governor's Work Group on Early Childhood proposes enhanced appropriations for:

7. **Subsidy Rates.** Reimbursement rates for subsidized child care should be increased by 10% each year to reach the 75th percentile of local market rates.

8. **Transitional Child Care.** As a complement to welfare reform, high quality early childhood education and child care should be available for families moving from welfare to work — beyond the one–year subsidy now available.

II. INTRODUCTION

By the year 2000, all young children will enter school ready to learn.
[Goal #1 of the National Education Goals]

WILL ILLINOIS BE ABLE TO MEET THIS GOAL?

For Illinois to meet Goal #1, the State must be able to meet the needs of our youngest citizens, who today number nearly one million children 5 years of age and under who will enter school between the years 2000 and 2005. For far too many of them, Goal #1 may be unattainable. The years before school, and especially the years from birth to 3, will make the difference not only in the child's capacity to enter school ready to learn, but often in his or her capacity to become a successful participant in school, society and life.

During the first three years of life, an adverse environment can compromise a young child's brain development and function as well as his or her overall development, placing the child at greater risk of developing a variety of intellectual, behavioral or physical difficulties. High quality family support programs and early childhood settings can make a significant difference for these infants and toddlers at risk.

For all children under 5 years of age, care and education are inextricably intertwined. Young children are learning all the time, whether positively or negatively, and their need for safe, healthy, nurturing care does not cease while learning is underway. Goal #1 has as one of its objectives "the availability of developmentally appropriate preschool for all children", and the National Goals Panel, of which Governor Edgar is a member, includes all early childhood out–of–home settings as preschool experience in assessing progress toward the Goal.

The quality of early childhood settings in which children spend all or a portion of their day has direct effects on the child's capacity to enter school ready to learn as well as on long–term outcomes such as those documented in Significant Benefits. This longitudinal study showed long–term savings of $7.16 for each $1 invested, along with fewer arrests and/or self–reported criminal activities, fewer teen pregnancies, higher educational attainment and job success, and more stable marriages.

The recently released Cost Quality and Outcomes study found that across all levels of maternal education, child gender and ethnicity, children's intellectual and social development are positively related to the quality of the child care experiences. Children in high quality settings were found to have higher receptive language and pre–mathematic skills, more positive self–perception, and more advanced social skills. In this study, and others which preceded it, quality has an especially significant impact on children typically at risk, especially in language ability and self–perception.

The importance of quality is thus especially keen for children at risk of academic failure, many of whom live at or near the poverty level. Head Start has long attempted to meet the needs of these children, but is unable to serve all who need such services both because of funding restrictions and because of the need of some families for full workday programs. As Illinois moves further into welfare reform, providing high quality early childhood experiences for an especially vulnerable group of children will both support parents as they transition from welfare to work and support children as they prepare to enter school.

Although Illinois is making progress with its early childhood programs, through programs such as Project Success and the state-funded pre-kindergarten program, many young children remain unserved:

- The Illinois State Board of Education estimates that over 40,000 preschool children are on waiting lists for pre-kindergarten programs.

- The Department of Children and Family Services estimates that over 10,000 children are on waiting lists for child care subsidies in Cook County alone — and infant and toddler care remains a major need as teen parents and others are mandated to go to school or work.

- Over 150 families every month who have left AFDC for gainful employment exhaust their one-year "Transitional Child Care" entitlement and, without child care, are often forced to leave work and go back onto AFDC.

- Five out of every six children under 3 years of age with disabilities are not receiving services that would facilitate their later school success.

Not only are children and families under-served by the current system, but the early childhood education and care system itself needs appraisal and redesign if Illinois is truly to meet Goal #1. The Illinois system is in fact a non-system, operating in several agencies, each with differing standards or requirements, funding, monitoring, and basic purpose. Often the same child is eligible for services in these differing programs. Parents, policy-makers and the public are understandably confused by the current "system."

It was with this recognition that Voices for Illinois Children, the Illinois Alliance for Quality Early Childhood Settings and the Robert R. McCormick Tribune Foundation invited legislators and representatives of the executive branch of government to a symposium entitled Success Starts Young in January, 1994 at Cantigny, the site of the McCormick mansion. Participants examined the existing system in Illinois and created a vision for an early childhood education and child care system that could fulfill Goal #1.

Senate Joint Resolution 173 was adopted by the 88th General Assembly with bipartisan sponsorship and support (see appendix). The content of SJR 173 captures the vision of an Illinois early childhood system that includes:

- High quality, comprehensive programs with early childhood education by trained, consistent staff, and full-time, year-round child care to accommodate working families;

- Increased parental involvement in early childhood programs;

- Family supports, including health and nutrition services and referrals to social services; and

- An integrated and coordinated system of early childhood services in each community, with minimum administrative inefficiency or duplication.

Pursuant to SJR 173, the Governor appointed 53 members to a Work Group on Early Childhood with diverse statewide membership and the specific responsibility "to advise the General Assembly on the best way to design and implement an early childhood education and care program in this State". Using the theme of the African proverb — *It Takes a Village to Raise a Child* — the Work Group has held four full-day meetings, conducted subcommittee meetings and commissioned five papers to provide a framework for discussion.

Through deliberations of the Work Group, several themes have emerged that are reflected in the objectives, findings, and legislative recommendations in this report:

- First, Illinois must recognize that significant child development occurs in the first few years of life. For children who are in early childhood settings outside the home, only by combining early childhood education and care can we give children the opportunity to succeed in school, and give families the opportunity to become and remain self-sufficient.

- Second, none of Illinois' early childhood programs offer comprehensive programs during flexible hours to meet the whole needs of the child and family. Conditions of funding too often divide families and programs into artificial, inappropriate categories.

- Third, differences in funding levels mean serious differences in quality of programs in child-staff ratios, group size, staff stability, developmentally appropriate activities and meaningful parent involvement (see Appendix):
  - > Head Start spends $7.93-$9.92 per hour per child (including one-time quality improvement and expansion funds)
  - > Pre-kindergarten spends $4.48-$7.16 per hour per child
  - > Subsidized child care spends only $1.80 per hour per child in child care centers

- Fourth, parents as well as policy-makers and the public must be educated on the importance and effectiveness of high quality, comprehensive early childhood programs in preparing children for school and preventing future problems.

- Finally, with about 25 funding streams and three state agencies administering early childhood education and care, too many families with young children in Illinois still face a maze of programs, inconsistent eligibility requirements, separate waiting lists, and unconnected services. Without an overall system, families are left to struggle on their own as their children transition from one program to the next.

This report summarizes findings of the Governor's Work Group on Early Childhood, followed by a series of policy recommendations and proposed legislation implementing each recommendation. The recommendations address the needs of children for high quality services that will facilitate their school readiness; of parents — the most important people in the lives of children — for a system that is easily accessible, versatile and welcoming; and of the public and policy–makers, for a system which is cost– effective, accountable and designed to produce positive outcomes that will ultimately benefit all the citizens of Illinois.

NOTES:

1. Carnegie Corporation Task Force. *Starting Points: Executive Summary of the Report of the Carnegie Corporation of New York Task Force on Meeting the Needs of Young Children.* New York: 1994.

2. Schweinhart, et al. *Significant Benefits, Perry Preschool Project.* High Scope Press, 1993.

3. *Cost Quality and Child Outcomes in Child Care Centers.* University of Colorado Department of Economics, 1995.

III. WORK GROUP FINDINGS

The Governor's Work Group on Early Childhood finds that Illinois should embrace National Education Goal #1: that by the year 2000, all young children in Illinois should enter school ready to learn.

IN ORDER TO FULFILL NATIONAL EDUCATION GOAL #1, THE GOVERNOR'S WORK GROUP ON EARLY CHILDHOOD FINDS THAT:

1. Illinois parents, communities, citizens and policy–makers need to be made fully aware of the significant development that occurs during the first three years of a child's life and the multiple benefits of high quality, early childhood education for all preschool children.

2. Families of young children in early childhood programs need supports to the family to access nutrition, health care and social services.

3. Children in early childhood settings need programs that involve their family, their culture and their language.

4. Families with children with developmental delays and disabilities need high quality, comprehensive early childhood programs in natural settings.

5. All Illinois communities need flexible, year–round, full–workday and part–day programs so children can receive high quality education and child care, beginning at birth, while their parents are at work, in education or training programs or in treatment programs; this will become an especially acute problem as welfare reform is implemented, transitioning many families from welfare to work.

6. Families need a "family–friendly" single point of information about the early childhood system in each community and a single point of entry to subsidized child care in Illinois.

7. Illinois early childhood programs should have a coordinated set of performance standards that include education, child care, parental involvement and family supports.

8. Programs in Illinois, such as Head Start, pre–kindergarten, and special education for children from ages 3 to 5, provide excellent education for young children, but need the fiscal resources to provide full–day care by consistent, well–trained staff for children of working parents.

9. Programs in Illinois, such as child care centers and family day care homes, provide needed full day, year–round care for young children, but need the fiscal resources to provide early childhood education by consistent, well–trained staff.

10. Young children enrolled in early childhood programs need a coordinated, "seamless system" that enables families to access services with no disruption as a family's and child's needs, economic situation and eligibility for services change.

11. Illinois early childhood programs benefit from consistent monitoring and evaluation.

12. Young children in Illinois need to successfully transition from early childhood programs into primary grades.

13. A priority system for subsidized care should be implemented to ensure that families with the highest need — including teen mothers and low–income families — are able to receive services.

14. There is a need for systematic planning and coordination between local Head Start; pre– kindergarten; child care and family day care homes; early intervention, prevention and family support programs for 0–3 year–olds; special education for 3–5 year–olds; and other educational, family–related and social service local planning efforts.

15. Adequate fiscal resources are needed for all early childhood programs, so that families seeking services are able to gain access to appropriate programs.

IV. OBJECTIVES OF COMPREHENSIVE EARLY CHILDHOOD LEGISLATION

Following a series of full–day meetings of the Governor's Work Group on Early Childhood, the Work Group formulated goals for legislative reform of Illinois' early childhood system.

The Work Group agreed that comprehensive legislation should make early childhood education and care a priority for the State of Illinois. Specifically, comprehensive legislation should:

- Integrate early childhood education and child care, so that early childhood programs in Illinois will strive to fulfill Goal #1.
- Provide family–centered approaches in early childhood programs, by recognizing the parent as the child's first and foremost teacher.
- Create an integrated early childhood system, by maximizing available resources, facilitating coordination and eliminating administrative inefficiency and duplication.
- Increase the availability of high quality early childhood education and care programs to meet the needs of Illinois families.
- Increase the public awareness of the importance and effectiveness of early childhood education and care in preparing children for school and preventing future problems.

V. POLICY RECOMMENDATIONS

EDUCATION PLUS CARE *POLICY RECOMMENDATION 1*

In order to achieve Goal #1 — that by the Year 2000, all young children in Illinois should enter school ready to learn — the Work Group recommends that the State of Illinois should gradually level–up existing programs, on a voluntary basis, to become high quality, comprehensive early childhood education and care programs, called *Ready to Learn Programs.*

As of July 1, 1997, any early childhood program — including not–for–profit and privately–owned child care centers, day care homes, group day care homes, Head Start programs and pre– kindergarten programs — could elect to qualify as a Ready to Learn Program and receive reimbursement from a new incentive fund, the Ready to Learn Fund. Ready to Learn Programs should meet performance standards for high quality, comprehensive early childhood education and care. Beginning January 1, 1996, the State should provide start–up grants to allow programs to begin the process of training staff and complying with performance standards by 1997. The Illinois State Board of Education should be charged with administering the Ready to Learn Fund [Work Group Findings 1, 2, 3, 5, 7, 8, 9].

RATIONALE:

Although it is widely known that the earliest years of children's lives are crucial to their healthy growth and development, Illinois policy has separated the concepts of child care and early childhood education. There are no consistent performance standards among the variety of programs in which young children in Illinois are enrolled. Some early childhood programs providing high quality, developmentally appropriate education (such as pre–kindergarten and Head Start) operate for only 2_–3_ hours per day and are therefore not available for children of working parents. Other early childhood programs provide full–time, full–year child care but with little early childhood education by trained staff. In order to meet Goal #1, all Illinois communities need a mix of early childhood programs that are offered full–workday, full–year and include education for young children and comprehensive supports for families. In addition, these programs need to increase parent involvement at an early age, a critical factor in later school success.

With start–up grants available to any program that elects to become a high quality Ready to Learn Program, children whose parents receive no assistance with child care expenses will also benefit as the quality of their program improves. Early investment in high quality, comprehensive programs has been demonstrated to save $7.16 for each $1 invested in future costs of remedial education, crime, adolescent pregnancy, and welfare dependency [Schweinhart, et al, Perry Preschool Project, High Scope Press, 1993].

PROPOSED LEGISLATION: Page 16

The Work Group recommends that the Illinois State Board of Education establish a Full– Time Pre–Kindergarten Demonstration Program by providing grants — from appropriations specially for this purpose — to school districts that elect to offer full workday, single–site pre–kindergarten to families of working parents with children at risk of academic failure. Grants would enable school districts to offer needed services either by expanding school– based programs or by contracting with community child care providers. Parent fees should be charged on a sliding fee basis for full–time pre–kindergarten [Work Group Findings 5, 8].

RATIONALE:

A demonstration project is needed to enable school districts to offer extended day services that meet the needs of children of working families for both education and care at the same site. Although 42 (out of 578) districts offering pre–kindergarten programs currently provide full school day, 6–hour programs, few are able to provide extended workday programs because of limited space, administrative or building costs, or the constraints of the school calendar. The experience of school districts that currently subcontract services, such as the Chicago Board of Education, documents cost savings, thereby making high quality educational experiences available to more children. In addition, the integration of pre–kindergarten with other early childhood programs in a child care setting will enhance the ongoing professional development of all child care staff — thereby enabling more children to enter school ready to learn.

PROPOSED LEGISLATION: Page 20

The Work Group recommends that an Illinois Ready to Learn Council be established by the Governor to serve as the coordinating body for all state and federal agencies having major responsibility for early childhood education and care programs.

The Illinois Ready to Learn Council should have the responsibility to advise on policy and monitor attainment of Illinois Goal #1: that children enter school ready to learn by the year 2000. The Council should include the Governor, directors of key state and federal agencies, and 12 public members appointed by the Governor. The Council should replace existing advisory boards dealing with early childhood education and care in DCFS and ISBE, to the extent permitted by law. Responsibilities of the Council should be delineated within the legislation ***[Work Group Findings: all].***

RATIONALE:

In Illinois, four state agencies — the Illinois Department of Public Aid (IDPA), the Illinois Department of Children and Family Services (DCFS), the Illinois State Board of Education (ISBE), and the Illinois Department of Public Health (IDPH) — administer early childhood programs funded by at least 30 funding streams, resulting in inconsistent approaches to program and quality. Two of these agencies currently have advisory groups. One interagency effort, with public members — and the Governor at the helm — is needed to design a coordinated, consolidated and developmentally appropriate system of services for young children. The responsibilities specified are not addressed by any agency or are currently being addressed in a piecemeal or uncoordinated manner.

PROPOSED LEGISLATION: Page 20

INTEGRATED SYSTEM ***POLICY RECOMMENDATION 4***

The Work Group recommends that a consolidated method of local planning for children's issues and services, including services related to young children, be implemented by the Governor and the Illinois General Assembly to achieve coordination at the community level.

Local planning should use consistent boundaries and may be incorporated into one of the current planning processes underway. Within each planning area, one Ready to Learn Committee with a focus on early childhood should be established and should consist of representatives of all auspices of early childhood education and care, programs for children with special needs, parents, professionals and community representatives [Work Group Finding 14].

RATIONALE:

While local planning is widely recognized as an effective approach to providing coordinated services to families with multiple needs, Illinois' current planning effort is fragmented among a variety of planning bodies operating in inconsistent regions, such as 62 Local Area Networks (LANS regions currently focusing on family support programs and emotionally disturbed youth), 45 Local Interagency Councils (for early intervention services), 17 Child Care Resource and Referral Service Delivery areas, and 57 Educational Service Regions. A consolidated method of planning — perhaps already begun by the Governor's Task Force on Human Services Reform — would eliminate both duplication and inefficiency while providing crucial local involvement in building caring communities for children.

The Work Group is not recommending which of the many planning efforts be adopted as the forum for a single planning process, but recommends within each local planning body the formation of one committee with a focus on early childhood in order to establish the importance of early childhood services within the realm of all children's services, to coordinate those services, reduce overlap and costs, and close service gaps at the local level.

PROPOSED LEGISLATION: Page 22

INTEGRATED SYSTEM ***POLICY RECOMMENDATION 5***

The Work Group recommends that the megacomputer project move forward in order to implement enhanced client services, central billing procedures and administrative efficiencies. In development of the megacomputer, linkages should be developed with the Illinois Department of Public Health's *Project Cornerstone* and the early intervention services central billing office.

The megacomputer should be administered in conjunction with the Child Care Resource and Referral network in the State. In order to assist families in accessing subsidized slots, according to the priority order established by state policy, the megacomputer should be used to maintain a centralized waiting list, by community, for all subsidies granted through site–based contracts or client–based vouchers. All early childhood programs should fill vacancies for subsidized slots from the centralized waiting list [Work Group Finding 10, 13].

RATIONALE:

One fundamental impediment to providing coordinated services for young children and their families is the difficulty in managing and coordinating approximately 25 state and federal funding streams. A family that needs various types of early childhood services, for one or more children, can be overwhelmed by the complexity of Illinois' disjointed system. Without a computerized waiting list, families are forced to place themselves on multiple lists; no priority order is used for available subsidies; and some subsidies remain unused. Furthermore, the State has not been able to maximize the capture of available federal funds by billing all appropriate funding streams for which a child is eligible.

The 1989 *Child Care Summit* convened by the Governor envisioned the development of a *megacomputer* system which would manage a unified system, and consultant reports were prepared that now await evaluation and implementation.

PROPOSED LEGISLATION: Page 22

The Work Group recommends the implementation of a seamless system of services for families by enabling Illinois families to access information on a wide range of programs for young children within their community through a single toll–free telephone number.

The role of the Child Care Resource and Referral Agencies (CCR&Rs) should be incrementally expanded to provide information not only on early childhood education and care programs within the community, but early intervention, pre–school special education programs and family support services as well. This would constitute the first step in providing a family–friendly single point of entry to families at the local level ***[Work Group Findings 6, 10].***

RATIONALE:

Since the State's Child Care Summit in 1989, Illinois has become a national leader by creating a statewide network of Child Care Resource and Referral (CCR&R) agencies that have assisted hundreds of thousands of Illinois parents in finding affordable early childhood services within sixteen service delivery areas (SDAs). One CCR&R pilot project now enrolls parents and providers, issues billing statements and processes bills and payments for two of the funding streams; however, without the megacomputer envisioned by the Summit (see page 13 above), it has been impossible to create a "single point of entry" connecting clients to, and helping them move among, the subsidies for which they are eligible.

The Local Interagency Council (LIC) for early intervention services for 0–3 year olds is remarkably similar to the vision of the Child Care Summit, including: local determination of eligibility for programs, pooling of funds for services, and a single, local point of entry. Forming linkages through the CCR&Rs would assure that all children, including special needs children, receive information about both care and education services as well as early intervention services.

PROPOSED LEGISLATION: Page 23

The Work Group recommends that reimbursement rates for subsidized child care be increased by 10% each year, for the next three years, to bring subsidy rates to the 75th percentile of local market rates [Work Group Finding 15].

RATIONALE:

The child care subsidy program is built on the principle of parent choice. However, rates are so low that almost half of all child care providers in the State will not accept subsidized families — thereby limiting parent choice. Indeed, rates are so low that child care staff often qualify for AFDC themselves. With the federal government providing match for rates up to the 75th percentile of market rate, the Illinois Department of Public Aid surveys legally–operating providers every two years. That "market rate study" demonstrates that subsidy rates may be as much as 30% below the market rate for some types of care. Meeting this standard would increase parents' choices and would allow them to purchase more of the better–quality care on the market.

PROPOSED LEGISLATION: Rate increases for contracts and vouchers should be reflected in appropriations to Department of Children and Family Services and Illinois Department of Public Aid.

FAMILY–CENTERED PROGRAMS ***POLICY RECOMMENDATION 8***

The Work Group recommends that, as a complement to welfare reform, subsidies for transitional early childhood education and care should be available for all families transitioning from welfare to work, to enable parents to retain gainful employment and enable children to enter school ready to learn [Work Group Findings 5, 10, 15].

RATIONALE:

Full–time subsidized child care is a critical need for families transitioning from public assistance, and fulfillment of Goal #1 makes it even more imperative that early childhood education be incorporated into subsidized child care programs. Under the current system, former AFDC recipients are left in the untenable position of having to quit work and return to AFDC after their 12–month "transitional child care" subsidy has lapsed. Creating a seamless system of child care supports for these families will result in welfare reform that enables parents to remain in the labor force, thereby reducing welfare costs and increasing tax benefits for the State.

PROPOSED LEGISLATION: Appropriations should be increased in the Transitional Child Care and IV–A At Risk line items within Illinois Department of Public Aid.

VI. PROPOSED LEGISLATION

Illinois Early Childhood Education and Care Act of 1995

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PLEASE NOTE: The following Policy Recommendations 1, 2, 3 and 4 are proposed new statutory language. Policy Recommendations 5 and 6 amend existing statutes, and proposed statutory language is underlined.

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EDUCATION PLUS CARE ***POLICY RECOMMENDATION 1***

Section 1. Ready to Learn Program.

(a) Beginning on July 1, 1997, any early childhood facility may elect to qualify as a Ready to Learn Program by meeting all of the performance standards set forth in Section 2 of this Act. Beginning on January 1, 1996 and for a period of up to three years, any early childhood facility may apply for and use start-up grants specified in Section 6 of this Act to work toward complying with the performance standards of a Ready to Learn Program. For purposes of this Act, "early childhood facility" includes, but is not limited to, a day care center, day care home or group day care home licensed under the Child Care Act of 1969, as amended; a pre-kindergarten program established by a school district; or a Head Start program established under federal rules and regulations.

Section 2. High quality performance standards.

(a) Comprehensive programs. Any early childhood facility that elects to qualify as a Ready to Learn Program shall meet or exceed the following performance standards for a high quality, comprehensive program:

(1) Early childhood education: The early childhood facility shall provide children with early childhood education that is appropriate to their age, stage of development, culture and primary language

and taught by teachers with staff qualifications set forth in subsection (b) of this Section.

(2) Child care: The early childhood facility shall provide services for at least nine hours per day at a single site, on a year–round basis, for children whose ages may vary from six weeks to five years of age. In addition, the early childhood facility may provide before and after school care for school–aged children.

(3) Parental involvement: The early childhood facility shall provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in the child's education and development and which involve parents, to the maximum extent practicable, in planning, development and evaluation of the early childhood facility; provided that participation of parents shall not be required as a condition of any child's enrollment.

(4) Health and nutrition services: The early childhood facility shall, in coordination with local public health departments or other health providers, arrange for children to receive complete medical and dental health screenings, all necessary immunizations and referrals for appropriate treatment if health problems are detected. The early childhood facility shall supplement the home environment in meeting the daily nutritional needs of children, recognizing individual differences and cultural diversity.

(5) Social services: The early childhood facility shall identify the social service needs of families enrolled in the program and refer parents to appropriate community services and resources.

(b) Teacher qualifications. Any early childhood facility that elects to qualify as a Ready to Learn Program shall utilize teachers that have the following minimum qualifications:

(1) For a licensed day care center, each teacher shall have at least an associate degree in early childhood education or child development from an accredited college or university. Any licensed day care center serving more than 30 children shall employ a teacher coordinator who shall have at least a bachelor of arts degree in early childhood education or child development.

(2) For a licensed group day care home, the provider shall have at least an associate degree in early childhood education or child development from an accredited college or university.

(3) For a licensed day care home, the provider shall have at least a child development associate credential or equivalent.

(4) For a pre–kindergarten program, each teacher shall have the qualifications set forth in Section 2–3.71 of The School Code, as amended.

(5) For a Head Start program, each teacher shall have the qualifications set forth in federal Head Start rules and regulations.

(c) Licensing. In order to qualify as a Ready to Learn Program, any day care center, day care home or group day care home shall have been licensed under the Child Care Act of 1969, as amended, for more than one year. In the case of a pre-kindergarten program operated by a school district or a Head Start program located in a school building and not otherwise licensed, the program shall have been operating for more than one year and shall meet health and safety standards of the appropriate local and state authorities.

(d) Management practices. Any early childhood facility that elects to qualify as a Ready to Learn Program shall adhere to effective management practices and be financially stable, pursuant to rules and regulations promulgated for the Ready to Learn Program.

Section 3. Any early childhood facility that elects to qualify as a Ready to Learn Program may demonstrate that it meets or exceeds a portion of the performance standards set forth in Section 2 by being accredited by the National Academy of Early Childhood Programs, the National Association for Family Child Care, the National Child Care Association or other nationally recognized accreditation bodies, as long as all other performance standards for a high quality, comprehensive program set forth in Section 2 have been met.

Section 4. Any early childhood facility that elects to qualify as a Ready to Learn Program shall develop a plan, updated on an annual basis, specifying the manner in which the performance standards set forth in Section 2 have been met. The Illinois State Board of Education (hereafter "State Board"), in consultation with the Illinois Ready to Learn Council, as defined in Section 8 of this Act, shall develop rules and regulations promulgating the performance standards set forth in Section 2, and shall provide periodic required evaluations to monitor compliance with such standards. The State Board shall develop guidance materials to assist early childhood facilities with implementation.

Section 5. Ready to Learn Fund.

(a) By July 1, 1997, the State of Illinois shall establish a Ready to Learn Fund in order to provide funding to any early childhood facility that has elected to comply with all performance standards to qualify as a Ready to Learn Program pursuant to Section 2 of this Act. The Ready to Learn Fund shall be used to supplement that portion of the budget of a Ready to Learn Program that is subsidized by state funding or federal funding, or both, pursuant to a rate schedule or other process for reimbursement developed by the State Board, in consultation with the Illinois Ready to Learn Council.

(b) The Ready to Learn Fund may be supplemented by private and philanthropic funds for high quality early childhood education and care.

(c) The State Board, in consultation with the Illinois Ready to Learn Council, shall promulgate rules and regulations for the administration of the Ready to Learn Fund, which shall include a prioritization of available funds based on geographic distribution and need.

Section 6. Ready to Learn Start–Up Grants.

(a) In order to assist all early childhood facilities in Illinois in becoming high quality, comprehensive programs, whether or not they are subsidized by state funding or federal funding, or both, the State Board shall provide start–up grants to early childhood facilities that elect to comply with all performance standards of a Ready to Learn Program pursuant to Section 2 of this Act. Such start–up grants shall be awarded beginning on January 1, 1996, within the limits of available appropriations, and may be awarded for up to three consecutive years, as long as progress is demonstrated each year toward meeting the required performance standards of a Ready to Learn Program.

(b) Allowable payments from start–up grants include, but are not limited to:

(1) Tuition and fees for staff to seek educational training required to meet teacher qualifications set forth in subsection (b) of Section 2 of this Act, including substitutes while staff attend classes, and on–site trainers;

(2) Advanced staff training;

(3) Improved staff compensation, including salary increases, incentives, bonuses and benefits;

(4) Materials, supplies and equipment; and

(5) Improvements to the facility in which the Ready to Learn Program will be housed.

(c) The State Board, in consultation with the Illinois Ready to Learn Council, shall promulgate rules and regulations for the administration of start–up grants, which shall include a prioritization of available funds based on geographic distribution and need.

Section 7. Full–Time Pre–Kindergarten Demonstration Project.

(a) The Illinois State Board of Education shall establish a Full–Time Pre–Kindergarten Demonstration Project, which shall make grants to local school districts, up to the level of appropriations specifically available for such purpose, for full–time pre–kindergarten demonstration programs that provide early childhood education and child care for children at–risk of academic failure for at least nine hours per day on a year–round basis at a single site. Any school district may apply for a grant to expand or to start up a full–time pre–kindergarten demonstration program under this Section; provided that no funds under this Section may be used to supplant any pre–kindergarten programs in existence as of the end of the previous fiscal year.

(b) Any school district receiving a grant under this Section may subcontract with an early childhood facility to operate a full–time pre–kindergarten demonstration program at a single site. For purposes of this Section, "early childhood facility" includes, but is not limited to, a day care agency, day care center, day care home or group day care home licensed under the Child Care Act of 1969, as amended; a pre–kindergarten program established by a school district; or a Head Start program established under federal rules and regulations.

(c) Any pre–kindergarten demonstration program funded pursuant to this Section shall charge parent fees based on the same sliding fee scale as established for subsidized child care programs and published by the Illinois Department of Children and Family Services.

Section 8. Illinois Ready to Learn Council.

(a) By November 1, 1995, the Governor shall appoint the Illinois Ready to Learn Council whose responsibilities shall include, but not be limited to:

(1) To ensure maximum collaboration among all public and private agencies serving young children, with emphasis on preparing children to enter school ready to learn, and to transition within and among early childhood programs and to elementary school;

(2) To obtain the fullest utilization of federal funds directly or indirectly available to the State for early childhood programs, including any resources or grants available for state collaboration;

(3) To organize a public education campaign for parents, the public, and public officials on the value of high quality early childhood education and care;

(4) To assess existing available resources and develop new resources to fill unmet needs of young children in Illinois, including funds from private or philanthropic sources;

(5) To ensure that all program guidelines include children with special needs;

(6) To review and assist with promulgation of rules and regulations governing the Ready to Learn Program, Ready to Learn Fund and Ready to Learn Start–Up Grants;

(7) To review and make recommendations as to the availability and use of scholarships for training teachers in early childhood programs, with emphasis on training bilingual early childhood teachers;

(8) To review and assist with promulgation of rules and regulations for a statewide computer system to manage subsidies and create a centralized waiting list for early childhood programs;

(9) To review licensing and regulatory procedures in order to ensure professional monitoring and evaluation of early childhood programs;

(10) By November 1, 1997, to develop quality standards for voluntary family support programs in the home or in the community, and a statewide plan for expanding the availability of such programs, to assure school readiness for children under three years of age; and

(11) To report to the Governor and the Illinois General Assembly by September 1, 1996, and every year thereafter, on the availability of all early childhood education and care programs in the State for young children from birth to eight years of age, including programs provided by day care centers, day care homes, group day care homes, pre–kindergarten programs, federally–funded preschool programs, Head Start programs, voluntary family support programs in the home or in the community, parental training programs for families with young children, early intervention programs and special education programs for children with disabilities.

(b) The Illinois Ready to Learn Council shall be composed of the Governor or designee; the Superintendent or designee of the Illinois State Board of Education; the Director or designee of each of the Illinois Department of Children and Family Services, the Illinois Department of Public Aid, and the Illinois Department of Public Health; the regional Head Start Administrator or designee; and up to 12 public members appointed by the Governor who are parents using early childhood services, professionals and practitioners from a variety of early childhood settings.

(c) The co–chairs of the Illinois Ready to Learn Council shall be the Governor or designee, and an appointed public member so named by the Governor. The Governor's Office shall convene regular meetings of the Council.

Section 9. Consolidated planning for human services.

(a) By March 1, 1996, the Governor shall recommend to the General Assembly a plan for consolidated local planning for all human services related to children and families, utilizing consistent local boundaries for all such planning efforts.

(b) Within each planning body there shall be established a Ready to Learn Committee composed of representatives of local school districts, child care centers, family day care homes, Head Start programs, early intervention programs, special education programs for young children, family support services, parental training programs for families with young children, and parents, professionals, and community representatives, whose responsibilities shall include, but not be limited to:

(1) Ensure coordination in the delivery of services for families with young children in the community;

(2) Assess the availability of high quality early childhood education and care programs and family support services in the community, identify gaps in such services, and assist in directing funds to such services; and

(3) Develop goals and programs for early childhood for a community, and to communicate with and seek assistance from the local planning body and the Illinois Ready to Learn Council.

(c) Nothing herein shall preclude the creation of additional committees within any planning area that are determined to be necessary by the Governor or by the designated planning body.

Section 10. Amend Section 5 of the Children and Family Services Act:

(e) * * *

(6) The Department [Illinois Department of Children and Family Services] and the Illinois Department of Public Aid shall develop, by March 1, 1996, a plan and budget for a statewide computer system that enables the state agencies, in conjunction with any resource and referral agency as set forth in paragraph (3) of this subsection, to maintain and utilize (i) a centralized waiting list for subsidized services in early childhood education and care programs within a community, and (ii) centralized billing procedures to blend state and federal funding streams for subsidized services, to the maximum extent possible; the state agencies shall utilize, where applicable, those planning reports and studies for a computer system that have been already developed for this purpose;

(7) As soon as the statewide computer system under paragraph (6) of this subsection is operational, the Department, in consultation with the Illinois Ready to Learn Council, shall promulgate rules and regulations requiring that subsidies for early childhood programs shall be granted on the basis of the priority order of families waiting for a subsidy on the centralized waiting list within a community; the Department shall manage the budget for all available subsidies, regardless of the source, and shall pay for subsidized early childhood education and care from all appropriate funding sources for which a child is eligible.

FAMILY-CENTERED PROGRAMS ***POLICY RECOMMENDATION 6***

Section 11. Amend Section 5 of the Children and Family Services Act:

(e) * * *

(3) In cooperation with other State agencies, [the Illinois Department of Children and Family Services shall] develop and implement a resource and referral system for the State of Illinois either within the Department or by contract with local or regional agencies. Funding for implementation of this system may be provided through Department appropriations or other inter-agency funding arrangements. The resource and referral system shall provide at least the following services:

(A) assembling and maintaining a data base on the supply of early childhood education and child care services for children from birth to eight years of age, including programs offered by day care centers, day care homes, or group day care homes; pre-kindergarten programs offered by school districts; Head Start programs; and by January 1, 1997, including early intervention and special education programs for young children; parental training programs for families with young children, and voluntary family support programs in the home or in the community;

(B) providing information and referrals for parents;

(C) coordinating the development of new child care resources;

(D) providing technical assistance and training to child care service providers; and

(E) recording and analyzing the demand for child care services.

* * *

[not a substantive legislative recommendation; appropriations only]

[not a substantive legislative recommendation; appropriations only]

DATA ON ILLINOIS EARLY CHILDHOOD SYSTEM

COMPARISON OF TYPICAL EARLY CHILDHOOD PROGRAMS IN ILLINOIS

	HEAD START	STATE PRE-KINDERGARTEN	EMPLOYMENT/EDUCATION-RELATED CHILD CARE
Required program components	education parental involvement nutrition & health services social services disability services	education parental involvement	safety care
Age of children served	3-5 years	3-5 years	6 weeks-12 years
Eligibility	poverty level income e.g. for family of 4: $14,350	children at risk of academic failure no income limits	up to 75% of median income e.g. for family of 4: $31,266
Cost to family	free	free	sliding scale
Adult/child ratio: 3-5 yr olds	1:9	1:10	center: 1:10 family day care home: 1:8
Average teacher salary	for 34 weeks: $14,953	for 43 weeks: comparable to public school teacher salaries: $28,000-32,000	for 52 weeks: center: $13,000 family day care home: $11,000
Minimum teacher training required	Child Development Associate (national credential)	BA + Early Childhood Teacher Certification	center: One year of college, including 6 hours in child development courses family day care home: fingerprint check
Avg # of hrs/day program offered	3½ hours (some demo procetss: 6 hours)	2½-4 hours (some demo projects: 6 hours) after school for older children	9 hours per day for 6 weeks - 5 year olds;
Avg # of days/yr program offered	128-160 days (some programs: 190 days)	144 days (some demo projects: 248 days)	248 days
Avg annual funding per child: 3-4 year olds	$4,442[1] for 160 days or 448 - 560 hours per child	$2,579 for 144 days or 360 - 576 hours per child	center: $4,023 family day care home: $3,100 both for 248 days or 2,232 hours per child
Hourly funding per child: 3-4 year olds	$7.93 - $9.92	$4.48 - $7.16	center: $1.80 family day care home: $1.39

[1] Includes one-time quality improvement and expansion funds.

Prepared March 1995

EARLY CHILDHOOD IN ILLINOIS: FY 1995 DATA

Approp. to:	Program	FY95 Approp.	Funding Source	FY95 Projected Spaces for Children
Head Start	Head Start	$135.6 million	Federal	30,999
DCFS	Child Care & Dev. Block Grant (CCDBG)	$ 33.1 million	Federal	6,460
	Consolidated Day Care	$ 28.3 million	State	10,247
	Certified Local Effort	$ 21.2 million	75% Federal/25% Local	7,274
	Protective Service	$ 6.4 million	State	2,338
	Foster Care Child Care	$ 12.0 million	Federal/State*	included in Protective Service
	Families with a Future (Infant Mortality)	$ 1.1 million	State	346
	Migrant Head Start	$ 4.3 million	State/Federal*	500
	Dependent Care Block Grant	$ .6 million	Federal	n/a
	Temporary Child Care/Crisis Nursery (3 of 5 grants--start-up programs)	$ 1.0 million	Federal	385
	Child Care Resource & Referral/Provid. Trng.	$ 3.9 million	State/Federal*	n/a
	CDA Scholarship Program	$ .06 million	Federal	n/a
DCFS Total		$111.96 million		27,165
IDPA	JOBS Child Care	$ 27.2 million	50% Federal/50% State	18,000
	Transitional Child Care	$ 12.0 million	50% Federal/50% State	4,000
	Title IV-A At Risk	$ 18.0 million	Federal	3,200
	Donated Funds Initiative	$ 3.8 million	75% Federal/25% Local	1,732
	Direct Pay/Work Pays	$ 18.0 million	50% Federal/50% State	14,000
IDPA Total		$ 76.2 million		41,836

* Percentage of match not fixed; first source listed provides greater portion of funding

Approp. to:	Program	FY95 Approp.	Funding Source	FY95 Projected Spaces for Children
DCCA	Job Training Partnership Act	not possible to determine	Federal	not possible to determine
ISBE: Educational Programs	Pre-Kindergarten Program	$92.7 million	State	34,857
	Early Intervention	$21.0 million	Federal/State*	9,000
	Special Education	not possible to determine	Federal	not possible to determine
	Chapter I	not possible to determine	Federal	not possible to determine
ISBE Total		$113.7 million		43,857
ISBE: Family Support Programs	Model Early Childhood Parental Training Program	$ 3.9 million	State	n/a
	Prevention Initiative	$ 2.0 million	State	n/a
	Even Start Family Literacy Program	$ 4.1 million	Federal	n/a

* Percentage of match not fixed; first source listed provides greater portion of funding

SENATE JOINT RESOLUTION

STATE OF ILLINOIS
EIGHTY-EIGHTH GENERAL ASSEMBLY
SENATE

Senate Joint Resolution No. 173

Offered by Senators Watson, Fawell, Collins, Hasara, Smith, Karpiel, Severns, Donahue and Berman

WHEREAS, The State currently has a need for the creation and implementation of an early childhood education and care program; and

WHEREAS, An early childhood education and care program should provide comprehensive services for children from birth through 8 years of age, including: (1) early childhood education by a professional with early childhood credentials or certification; (2) early childhood care on a full-time, year-round basis and during flexible hours to meet the needs of working families; (3) increased parental involvement; (4) the provision or coordination of nutrition and health services; (5) the provision or coordination of any social services that may be necessary; and

WHEREAS, The early childhood education and care program should provide for care to be available in a variety of settings, including day care centers, family day care homes, and schools, and should enhance rather than replace any high quality programs currently serving families and children in Illinois; and

WHEREAS, No existing early childhood programs should be required to participate in the new early childhood education and care program; and

WHEREAS, A Work Group should be created to advise the General Assembly on the best way to design and implement an early childhood education and care program in this State; therefore, be it

RESOLVED, BY THE SENATE OF THE EIGHTY-EIGHTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE HOUSE OF REPRESENTATIVES CONCURRING HEREIN, that a Work Group on Early Childhood is created within the Office of the Governor to develop a new high-quality early childhood education and care program for young children and their families in the State of Illinois; and be it further

RESOLVED, That the Work Group on Early Childhood shall develop proposed legislation for the implementation of its early childhood education and care program and shall report its findings, recommendations, and proposals to the Governor and the General Assembly by January 11, 1995; and be it further

RESOLVED, That the Work Group on Early Childhood, in developing its proposals, shall give consideration to the following: (1) eligibility requirements for families in the new program; (2) required staffing ratios; (3) accreditation requirements; (4) streamlined application and payment procedures for families; (5) streamlined application and payment procedures for providers; (6) any consolidation of current programs or reorganization of governmental responsibilities that may be necessary to implement the new program; (7) the relationship between the new program and existing Head Start, State Pre-kindergarten, and employment and education-related programs; (8) applicability of existing licensing standards to the new program; (9) local planning bodies that may be necessary to achieve coordination on the community level; (10) any waivers from the federal government that may be necessary to change federal eligibility criteria and program requirements; and (11) the costs of the new program, including a long-range funding plan for phased-in implementation; and be it further

RESOLVED, That the Work Group shall review the impact of regulation and deregulation, including exemptions, on the overall quality of programs and on children and families; and be it further

RESOLVED, That the Work Group shall have Statewide, culturally diverse representation and shall be composed of 46 persons as follows: (a) 4 members of the General Assembly, of whom one shall be appointed by each of the four legislative leaders; (b) one representative of the Governor's Office; (c) one person designated by the director of each of the following departments: the Department of Children and Family Services, the Department of Public Aid, the Department of Commerce and Community Affairs, the State Board of Education, the Illinois Department of Public Health, the Department of Mental Health and Developmental Disabilities, the Department of Alcoholism and Substance Abuse, and the Department of Renabilitation Services; (d) 15 persons appointed by the Governor, 2 of whom shall be representatives from business and 2 from labor, and one representative from each of the following early childhood programs: a Head Start program, a Pre-kindergarten program, a not-for-profit child care center, a proprietary child care center, a parochial child care center, a family day care home, a family day care association, a preschool owners' association, an expert in children from birth to 3 years of age, a primary education expert, and a federal Department of Health and Human Services Region V Head Start representative; (e) one representative from each of the following entities, selected by that entity: the Day Care Action Council, the Illinois Head Start Association, Voices for Illinois Children, the Large Unit District Association, the Illinois Alliance for Quality in Early Childhood Settings, the Illinois Association for the Education of Young Children, the Interagency Council on Early

Intervention, the City of Chicago Department of Human Services, United Way of Illinois, the Erickson Institute, the ERIC/Clearinghouse on Elementary and Early Education, the Ounce of Prevention Fund, the Family Focus, and the Chicago Metropolitan Association for the Education of Young Children; and (f) 4 persons appointed by the Governor who are parents of one or more children in an early childhood education or child care setting; and be it further

RESOLVED, That a suitable copy of this preamble and resolution be delivered to the Governor and to each of the directors and organizations that are authorized to select or appoint members of the Work Group.

Adopted by the Senate, June 29, 1994.

President of the Senate

Secretary of the Senate

Concurred in by the House of Representatives, June 30, 1994.

Speaker of House of Representatives

Clerk of House of Representatives

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ACKNOWLEDGMENTS

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The Governor's Work Group on Early Childhood created through Senate Joint Resolution 173 has produced the REPORT ON THE EARLY CHILDHOOD EDUCATION AND CARE SYSTEM with the supportive assistance of numerous individuals. Without their generous support, we couldn't have accomplished our mission. Every Illinoisan owes a debt of gratitude to the individuals who volunteered their time and resources to participate in this intensive process.

We are especially grateful to the Robert R. McCormick Tribune Foundation and Denise Carter-Blank for their generous support.

Those who provided specific leadership, insight, time and commitment include: Co-Chairs Barbara Bowman, Jerry Stermer and Senator Frank Watson.

The Illinois General Assembly members who actively participated in the work group process. They included Representative Verna Clayton, Senator Miguel de Valle, Representative Rosemary Mulligan and Representative Carol Ronen.

The Success Starts Young Advisory Committee and the Illinois Alliance for Quality in Early Childhood Settings assisted in the identification of both problem areas and conceptual solutions.

The researchers were an important source of background information. They included Elissa Bassler, Lana Hostetler ,Tom Layman, Trinita Logue, Susan Miller, Karen Muchin and Roberta Wroblewski.

For their remarks and early leadership at the Success Starts Young: A Symposium on Early Childhood conference, we gratefully acknowledge Irving Harris; Robert Keeshan, better known as Captain Kangaroo; Bernice Weissbourd; Lana Hostetler; and Jule Sugarman.

The Work Group staff worked as an effective team. They included Bernice Bloom, Kelly Cunningham, Tynetta Darden, Laurie Davis, Carol Dellahousaye, Elicia Dexter, Cheryl Francis, Julie Hamos, Lana Hostetler and Dan Ojeda.

We are particularly grateful to Vincent Allocco and the staff of El Valor; Martin Blank; Judy Caplan; Superintendent Norman Wetzel and the staff of the DeLacy Center in Carpentersville; Mary Jane Chainski, Karen Culberg, Ken Hinton, Linda Kunesh, Susan Patke, The Public Policy Theatre Group.; Dannette Smith, Superintendent Joseph Spagnolo, Jule Sugarman ; and Marsha Hawley , Cheryl Gholar, Yvonne Horton and Nikki Jefferson of the University of Illinois Cooperative Extension Service . They prepared materials, provided presentations, and informed the Work Group.

Work Group on Early Childhood

Illinois Early Childhood Education and Care Act of 1995
Estimated Fiscal Note for FY'96

1. **Ready to Learn Programs -- Start-Up Grants**

Assumption: *20% of 2,800 centers and 9,300 homes will seek grants*

Grants:	$6,000 per center x 560:	$3,360,000
	$1,000 per day home x 1,600:	$1,600,000
	$2,000 per group day home x 260:	$ 520,000
	TOTAL:	$5,480,000
	FY'96 COST for 6 months:	$2,740,000

2. **Full Time Pre-Kindergarten Demonstration Program**
   New appropriation $2,000,000

3. **Ready to Learn Council**
   Administration $ 250,000

4. **Local Planning**
   To be implemented in FY'97

5. **Megacomputer**
   Costs are included in Governor's budget request.

6. **Expanded CCR&R**
   Increase appropriations for added responsibilities $ 500,000

FY'96 TOTAL: $5,490,000

In addition to proposals contained in the Illinois Early Childhood Education and Care Act of 1995, the Workgroup proposes enhanced appropriations for:

7. **Subsidy Rates**
   Increase subsidy rates by 10% as first step toward achieving goal of 75% of percentile of local market rates $18,200,000

8. **Transitional Child Care**
   Expanded TCC to begin January 1, 1996 $ 4,800,000

THE ACTIVITIES OF THE WORK GROUP ON EARLY CHILDHOOD WERE FACILITATED BY
VOICES FOR ILLINOIS CHILDREN
WITH THE GENEROUS SUPPORT OF
THE ROBERT R. McCORMICK TRIBUNE FOUNDATION